CONCORDIA UNIVERSITY

Graduate Studies News

Published by: *The Graduate Studies Office*

Mailing Address: *S-205, 1455 de Maisonneuve Blvd. West*
Montréal, Québec, H3G 1M8

Location: the second and third floors
2145 Mackay St.

Telephone: *(514) 848-3800*

Vol. 2, No. 8, August, 1987

From the Dean's Desk

Graduate Program Profiles:

The Master's Program in Sociology

Economics: M.A. and Ph.D

Graduate Profile: Art Education

From the Dean's Desk

The 1987 Convocation

At this year's Convocation the first honorary life memberships in the Concordia Library System were awarded to our new Ph.D. graduates. The basic motivation for this gift is the belief that learning is a life-long process and that universities play a key role in this endeavour. It is interesting to note that practically all addresses delivered at our five convocations dealt with this theme.

Our newly installed Chancellor, Mr. Chief Justice Alan B. Gold, spoke of learning as a duty and our Rector, Dr. Patrick Kenniff, stressed the importance of universities as guardians and trustees of values and as civilizing agents. Both from an individual and from a collective perspective, these aspects of human existence form the basis of our conviction that as technology continues to transform society and as the average age of our population continues to rise, a larger and larger segment of our adult community will be drawn to higher learning. We must therefore have the will, the courage, and the energy to develop a whole range of innovative graduate programs that can meet this challenge. In order to cope with the complexity of the topics of interest and importance to adult students, these new graduate programs will often have to be of a multi-disciplinary nature and will have to cut across traditional departmental and faculty boundaries.

Concordia has always prided itself in being flexible and closely attuned to the evolving needs of our community. This characteristic is the basis for the current flurry of activity in the Division of Graduate Studies dedicated to the creation of a wide range of new graduate programs. This process is of course complex and depends on a sense of common purpose and an extraordinary measure of good will among specialists in many diverse fields and on the commitment of university administrators to channel the necessary resources this direction. Fortunately, the basic philosophy of the university as expressed by both the Chancellor and the Rector at Convocation have set the tone that challenges us to work towards this goal.

Learning as a duty is a lofty ideal that embodies the fundamental belief in the profundity of human life. In a commercially driven environment it is easy to avoid reflecting on this question and even easier to disregard it. But the harsh new reality of our inability to provide places of employment for a growing segment of our population inevitably leads us to a reexamination of the role of leisure and of time in our lives. As non-commercial components of society and as centres and repositories of knowledge and learning, universities must regard it as their mission to help society to resolve these issues. The slogan of Concordia's current capital campaign, **Daring to Excel,** symbolizes to our alumni and to the community at large the dynamism of this university and its flair for broadening the spectrum of teaching and research environments within this philosophy of education.

The Division of Graduate Studies of Concordia University is fully committed to these values of learning and is in the process of preparing a **Graduate Studies Guide** for publication in late October, in which existing opportunities for higher learning at this university will be highlighted and in which a number of the successes of our graduates will serve as living examples of the principles and educational aims to which we subscribe.

The Master's Program in Sociology

What makes Concordia University's approach to graduate studies in Sociology unique is that the "the program maintains a critical perspective," says Dr. Bill Reimer, Director of the the Master's program in Sociology. "We look at things people are conditionned not to question, and we question them."

The 45-credit program offers four main avenues of approach: studies in community and ethnic relations; studies in industrial and social movements; studies in social problems and policies; and critical and cultural studies.

As about half of the students in the program have previously worked in the field, and as some of these students maintain their professional positions while pursuing their studies, courses are given in the late afternoon and evening. For those who don't have the time to complete an involved research project, there is the non-thesis option, as a complement to the thesis option.

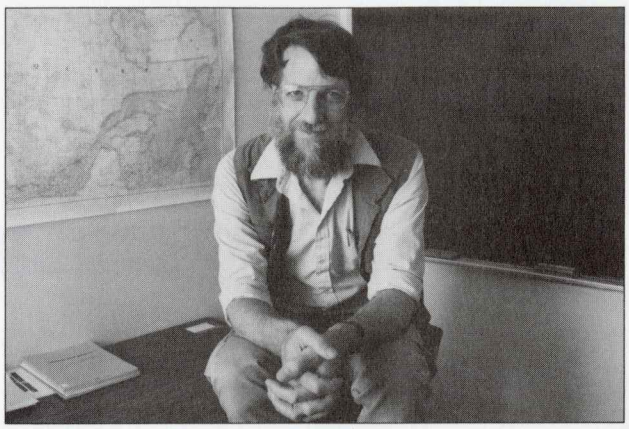
The thesis option, however, is the first choice of a majority of the students, including those students who hold down jobs. Most are from the public service and work as teachers, social workers and nurses.

Both options include 12 credits in core courses. The thesis option also includes nine more credits in course work and a 24-credit thesis. The non-thesis option also includes 21 more credits in course work, six credits for comprehensive examinations and a 6-credit research paper.

The department stresses flexibility and has fashioned the program in such a way as to accommodate those who arrive from the working world and those who come directly from undergraduate studies.

"We have working students whose experiences are quite germane to the study of Sociology," says Reimer. "We have people who have worked in the field or have similar degrees and we feel it is quite necessary to have a program that takes that into account.

"If we have people who have spent five years as social workers, they won't have to take courses that are a repeat of what they've already learned. These students therefore have the option of taking tutorial courses, which is our 'escape clause' to accommodate those who don't fit into the course structure."



Sociology: Program Director Dr. B. Reimer

Graduates of the program can look forward to work in the public service as social workers and researchers, and in the academic world as professors and independent researchers. Those who are already working in the field can expect better opportunities at the management level and those already working as teachers can benefit from increased scholarity.

"Two things make our program especially marketable," says Reimer. "The first is that it is a general perspective that trains students to pull together a substantial amount of information and identify the critical elements of it. And the second is that the program provides a whole set of research skills, in the sense that our graduates are able to use computer programs to analyse statistics and large bodies of data."

The work of most of the students in the program is highlighted by two major themes: processes of change within urban environments; and historical and comparative analysis of growth and development.

Faculty research interests are diverse. Examples include: sociology of business; etatization – changing functions of the state; ideologies and practice of kinship; rural Cape Breton Island – sources of livelihood, domestic organization and community structure; sociology of religion – secularization in modern societies; classical and contemporary sociological theory – European and North American; sociology of women; ethnicity – maintenance and transmission; Québec society; the rôle of Québec in socio-economic development in Africa; the impact of religious affiliation on the social, economic, and political attitudes of francophones and non-francophones in Québec; sociology of culture; international sociology; West-African cultures and their history; social organization; family life cycle and

patterns of female employment and fertility; social movements and social conflicts; neo-Marxism; history of sociological thought; medical sociology; social stratification; social change in rural Canadian communities; sex rôles and education; the relative importance of work in peoples' lives; sociology of the body; social relations in the market place; world system analysis.

Financial assistance is available to students in the form of grants from the Québec Ministry of Education and the Social Sciences and Humanities Research Council. As well, the university awards a number of graduate fellowships ever year, and the department offers some positions for teaching assistants and research assistants.

Students in the program have access to any library in Québec. They also have accesss to the Concordia computer system and its various programs, and they can work from terminals available in the department.

For further information, call **(514) 848-2161,** or write Dr. Bill Reimer, Graduate Program Director – Sociology, Concordia University, 1455 de Maisonneuve Blvd. West, Montréal, Québec, H3G 1M8.

The Graduate Programs in Economics

Estimation techniques based on mathematical and econometric methods represent not only a new field, but also one of the most active areas of Economics today. At Concordia University, students in graduate studies in Economics are fully trained in using these estimation packages, which employ regression techniques to establish economic behavior, such as the consumer behavior of a particular age group or economic region.

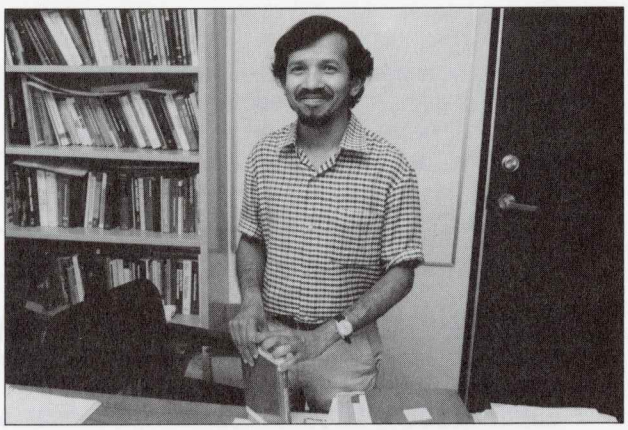
This emphasis on quantitative skills is attractive to employers who know that Concordia graduates will be entirely familiar with and competent in the skills they require.

The advent and prevalence of these new techniques and tools have developed over the past two decades, and have considerably changed the study of Economics during that time. While it was at one time possible to gain a fairly broad knowledge of the subject at the undergraduate level, this new focus has made that a more difficult target to achieve.

Consequently, says Dr. Syed Ahsan, Graduate Program Director of Economics, the master's program at Concordia is geared more toward a broad base of knowledge than toward specialized research. The 45-credit program requires 36 credits in course work and a 9-credit research paper, which is intended as an introduction to research.

It is at the doctoral level that students specialize, choosing two areas in which they will pursue advanced course work and research. The 90-credit program involves course work, a research seminar, comprehensive examinations and a 58-credit thesis.

Courses are offered in the following areas: economic theory; regional and urban economics; economic development and planning; monetary economics; economic history; public economics; international economics; industrial economics; human resouces; econometrics; mathematical economics; and advanced economic theory.



Economics: Program Director Dr. S. Ahsan

The curriculum of each program emphasizes a core of rigorous theoretical, quantitative and applied courses. The general orientation of graduate studies in Economics at Concordia is towards Canadian economic problems and policies.

Both the M.A. and the Ph.D programs were established in the late 60's and since that time the Department has graduated 135 master's students and 12 doctoral students. Limited enrolment ensures close contact with the faculty.

The Department is involved in a number of large research projects, Ahsan says, including an inter-university transfer of technology project between Concordia and l'Université du Québec à Montréal.

Areas of ongoing research conducted by the Department include: international economics; public sector economics; macroeconomics – theory and applications; micreconomics – theory and applications; environmental economics; industrial economics; economic development; econometrics; and regional economics.

Faculty areas of expertise include: econometrics; micreconomics; international trade and finance; microeconomic theory; public finance; labor economics and industrial relations; economic development and planning; macroeconomics; monetary economics; economics of technological change; economic dynamics; economic theory;

regional economics; urban economics; environmental and natural resources economics – cost-benefit analysis; public economics; industrial organization; and development economics.

While those who go on to doctoral studies can look forward to academic carees as professors and researchers, the majority of students leave the program after completing the master's degree, with a wide range of opportunities before them.

Government agencies are the largest employment sources, hiring graduates as economists, research economists and research fellows to work in offices in Montréal, Ottawa and Québec City.

Private companies – Bell Canada, CN/CP, CN Rail – and banks – the Bank of Montréal, the Royal Bank – have also hired graduates for their research departmetns. As well, opportunities exist for graduates to work as professors in CEGEPS (community colleges).

Admission to the Doctoral Program is contingent upon successful completion of an M.A. in economics from a recognized universtiy. However, students with high standing in a master's degree (or equivalent) in other fields such as commerce, mathematics or business administration may be admitted on the condition that they complete any qualifying requirements.

Admission to the Master's Program requires an honors degree in economics, or its equivalent. Some applicants may be required to take up to 12 undergraduate credits in addition to the regular graduate program.

For further information, call (514) 848-3904, or write Dr. Syed Ahsan, Graduate Program Director – Economics, Concordia University. 1455 de Maisonneuve Blvd. West, GM 301, Montréal, Québec, H3G 1M8.

Graduate Profile: Dr. Angela Grigor

Dr. Grigor's thesis "The One and the Many: Concepts of the Individual and the Collective in Art Education during the Progressive Era in Education 1920 –1960", was an historical study which examined philosophical, social and educational ideas in relation to the field of Art Education. As a Concordia Fellowship winner, she studied with the Department of Art Education and Art Therapy and graduated in 1985. She has since gone on to do further research in the educational work of Arthur Lismer (1885-1969), Canadian painter and a member of the Group of Seven. Her work is being assisted by SSHRC.

Her range of interests, both professional and personal, include: drawing and painting; classical music; modern dance; art history, criticism and philosophy; gardening and gourmet cooking.

Continuing with an active interest in education, she says, "My major social concern is with the decline of education, particularly art education, in the school system. Canadian cultural development is becoming increasingly stunted as government support for the arts shrinks, and education becomes more a matter of vocational training. For the last few years the number of art specialist positions has shown a steady decline. As the utilitarian focus of public education becomes entrenched it may be desirable for art education, if it is to survive as a qualtiy experience for the student, to be redefined and repositioned outside the educational system."

Graduate Profile: Dr. Angela Grigor

Editorial Committee Chair: M. E. Szabo
Editor: R. Kavanagh
Writer: J. Morrissy
Editorial Assistant: M. Yates

typesetting: Centre Typographique
printing: Concordia Printing Services
photographs: B. McNeil